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ABSTRACT

A sequence of four objectives is the basis of this in-service training module designed to assist community college vocational educators and counselors in carrying out legislation concerning handicapped students. The workbook first presents a list of terms and definitions needed to familiarize educators with the terminology relating to educating handicapped students. In addition to defining "handicapped" and "handicapped student," this section differentiates communicative and physical handicaps and identifies various learning disabilities. Relevant federal and state legislation are then discussed to provide a working knowledge of the community college's legal obligations toward handicapped students. This is followed by an outline of the curricular, administrative, and physical barriers which demonstrates the obstacles to success that handicapped students face at community colleges. The workbook concludes with a discussion of various strategies designed to help educators work successfully with handicapped students. Besides recruitment, placement, and employment strategies, this section discusses needed support services and methods for overcoming stereotypes. Worksheets and exercises are provided. (JP)

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WORKING WITH HANDICAPPED STUDENTS

An In-service Training Module for Counselors and Vocational Educators In a Community College Setting

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

WORKING WITH HANDICAPPED STUDENTS

An Inservice Training Module for
Counselors and Vocational Educators
In Community College Setting

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WORKING WITH HANDICAPPED STUDENTS

INSERVICE TRAINING MODULE FOR COUNSELORS AND VOCATIONAL EDUCATORS IN COMMUNITY COLLEGE SETTINGS

INTRODUCTION

In the last several years, attention has been focused on educating handicapped students in community colleges. Studies have been conducted, statistics gathered, books written and laws passed; but many of the mandated changes in vocational education programs, policies and procedures have yet to be implemented. To work with handicapped students, colleges need to provide special education and related services to individuals who cannot succeed in the regular program without special assistance or a modified program.

GOAL

The goal of this inservice training module is to assist vocational educators and counselors in community colleges in carrying out both the spirit and the letter of legislation requiring them to serve handicapped students.

OBJECTIVES

This inservice training module has the following objectives:

OBJECTIVE I

Educators will be able to define and understand the terms related to educating handicapped students.

OBJECTIVE II

Educators will be able to discuss federal and state legislation that pertains to educating handicapped students.

OBJECTIVE III

Educators will be able to identify the barriers to working with handicapped students in community colleges.

OBJECTIVE IV

Educators will be able to design and implement successful strategies for working with handicapped students.

OBJECTIVE V

Educators will be able to identify agencies, publications and other resources to assist them in serving handicapped students. See companion document entitled "Resources for Working with the Handicapped - An Annotated Bibliography."

OBJECTIVE I

EDUCATORS WILL BE ABLE TO DEFINE AND UNDERSTAND THE TERMS RELATED TO EDUCATING HANDICAPPED STUDENTS.

Handicapped: a person who is mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired persons or persons with specific learning disabilities. (From VEA 1976)

Note: under Section 503 and 504 of the Rehabilitation Act of 1973, alcohol and drug abusers are included.

Handicap: the problems and disadvantages that arise from the difficulties in meeting or overcoming pre-established social structures. It is having an inconvenience in meeting physical or social structures that all people are expected to fit into.

Handicapped Students: persons with exceptional needs enrolled at a community college who, because of a professionally verified physical, communication or learning disability, cannot benefit from regular classes without additional support services and programs. (From AB 77)

Disability: a physical, mental, or emotional impairment that causes problems in learning or interferes with some life function. A disability may or may not result in a handicap.

Impairment: the actual damage to an organ or tissue that interferes with the ability to function.

Mainstreaming: a way of grouping handicapped and non-handicapped students together according to their educational needs

Special Education: specifically designed instruction for handicapped students.

California's Legislation defines the following groups for reporting purposes:

The Communicative Handicapped

deaf/blind - a severe impairment of hearing and a severe visual impairment where there is no useful vision.

asphasic - a partial or complete failure to use language.

dysgraphic - specific problems with writing and spelling.

dyslexic - reverse reading problem.

speech impairment - a delay in speech development, or a poor speech pattern including articulation and voice quality.

stuttering - a speech impediment characterized by rapid repetition of words, hesitation, breathing spasms, or all three.

The Physically Handicapped

orthopedically handicapped - partial or total loss of control of arms or legs or muscles that control parts of the body.

cerebral palsy - a group of brain centered disorders affecting the motor system.

muscular dystrophy - a disease in which the muscles become increasingly weak.

blind or partially seeing - an impairment that affects the effective use of vision.

epilepsy - a disease in which a person has seizures believed to be related to the brain's electrical activity.

multiple sclerosis - a disease where there is damage to the central nervous system, marked by speech defects and loss of muscular coordination.

diabetes - various diseases characterized by excess urine discharge or excess sugar in the blood and urine.

heart disease - a disorder or impairment in the heart.

cancer - a condition in which certain cells grow wild in the body.

The Learning Handicapped

Learning Disability - learning disability refers to students with exceptional learning needs who have neurological, biochemical, or developmental limitations. These limitations result from atypical perception, cognition, or response to environmental stimuli manifested by inadequate ability to manipulate educational symbols in an expected manner. Typical limitations include inadequate ability to listen, speak, read, write, spell, concentrate, remember, or do computation. These students demonstrate a significant discrepancy between their achievement and potential levels because of one or more of the following:

1. Neurological limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of genetic aberrations, disease, birth complications, traumatic brain insult, or poor nutrition. These conditions may range from mild to severe and are associated with deviation of the function of the central nervous system.

2. Biochemical limitation refers to the exceptional learning needs of a student with average academic potential. Their learning needs are a result of excesses or depletions of hormonal, neurochemical, or metabolic substances associated with diminished motoric, perceptual, or cognitive capabilities.

3. Developmental limitations refers to:

   (a) Exceptional learning needs of a student with average academic potential. Their learning needs are a result of delayed educational development incurred through

documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate Community College upon request but need not be maintained at such college.

ASSESSMENT FOR OBJECTIVE I

TRUE - FALSE QUIZ ON DEFINITIONS

_____ 1. Disability and handicap are synonomous.

_____ 2. Autistic and artistic both refer to creative instincts a student develops.

_____ 3. Students with learning disabilities have lower than average I.Q. scores.

_____ 4. Aphasia is a partial or complete failure to use language.

_____ 5. Developmentally disabled people have limited intellectual potential.

_____ 6. The developmentally disabled require long term training programs.

_____ 7. Severely retarded people score between 25 and 39 on I.Q. tests.

_____ 8. Dyslexia refers to any learning disorder.

_____ 9. Mainstreaming is a way of grouping handicapped students with students who have disabilities.

_____ 10. Impairment refers to the actual damage to an organ or tissue that interferes with the ability to function well.

_____ 11. A biochemical limitation does not affect the college progress of a student.

_____ 12. A severely disabled student's education does not incur extra cost.

_____ 13. A disability does not have to be professionally verified if a student is to be served in a community college.

ANSWERS

True - False Definition Quiz

1. False
2. False
3. False
4. True
5. True
6. True
7. True
8. False
9. False
10. True
11. False
12. False
13. False

OBJECTIVE II

EDUCATORS WILL BE ABLE TO DISCUSS FEDERAL AND STATE LEGISLATION THAT PERTAINS TO EDUCATING HANDICAPPED STUDENTS AT COMMUNITY COLLEGES.

LEGISLATION - FEDERAL

SECTION 504 OF THE REHABILITATION ACT OF 1973

This act states "_____ no otherwise qualified handicapped individual shall, solely by reason of handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

Subpart E applies specifically to post-secondary education and covers Admissions and Recruiting, Treatment of Students, Academic Adjustments, Housing, Financial Aid, Employment Assistance, and Nonacademic Services. The specific actions required of institutions include:

1. By September 1977, an individual at each institution should be designated to coordinate efforts to overcome discrimination based on handicap and a grievance procedure set up to hear complaints. Notice to all publics that the institution does not discriminate should be made.

   By December 1977, a transition plan outlining structural changes necessary to program accessibility should be made.

   By June 1978, a self-evaluation or needs assessment should have been completed. (to be kept on file for 3 years)

By June 1980, structural changes for program accessibility should be completed.

The remedy for non-compliance with 503 and 504 is withdrawal of Federal Funds. There is also a private right to sue under 504 which means individuals can go directly to court.

SECTION 503 OF THE REHABILITATION ACT OF 1973

Any contract in excess of $2,500 entered into by any Federal department or agency for the procurement of personal property and non-personal services (including construction) shall contain a provision requiring that the employer shall take affirmative action to employ and advance in employment qualified handicapped individuals.

Handicapped individuals who have a grievance under this section may file a complaint with the Department of Labor.

THE VOCATIONAL EDUCATION AMENDMENTS OF 1976 PL 94--482 AKA TITLE II PL 98--40-78 AMENDMENTS

While 503 and 504 apply directly to local educational agencies (LEA), the Vocational Education Amendments apply to the State. There is money behind Title II to implement affirmative programs for handicapped students in vocational education. The act requires each State to expend at least 10 percent of its allotment (under Section 102.a) for the cost of vocational education for handicapped persons. In addition, every program or activity supported in whole or in part by State or local funds which are used to match federal funds must meet the same

conditions and requirements as those supported by federal funds. The State must use these funds (under Subparts 2 and 3) to the maximum extent possible to assist handicapped persons in participating in regular vocational education programs. When indicated, special services will be provided such as counseling and support services, special equipment and supplies and/or special educational assistance like tutoring or program modification.

OCR GUIDELINES FOR ELIMINATING DISCRIMINATION IN VOCATIONAL EDUCATION

The Office for Civil Rights (OCR) of the Department of Health, Education, and Welfare (HEW) has published final "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs." The Federal Guidelines, required by the 1977 Adams/WEAL versus Califano consent decree, were published in the Federal Register, volume 44, Number 56, on March 21, 1979 and are effective immediately.

Under the new guidelines, the State agency responsible for administering vocational education programs must:

> Conduct periodic compliance reviews of local vocational education agencies and centers to determine whether unlawful discrimination occurs. This includes analyzing civil rights compliance dates.
>
> Notify the agency or center of steps it must take to correct discriminatory practices.
>
> Provide technical assistance upon request to help identify and remedy discriminatory practices.
>
> Report its activities and findings to the Office for Civil Rights.

The guidelines stress the requirement of various civil rights laws that affect local vocational education agencies.

____ Students, parents, employees, and the general public must be notified that all vocational opportunities are offered without discrimination as to race, color, national origin, ancestry, religion, creed, sex, or handicap.

____ A disproportionate employment or enrollment of males or females minority or non-minority, or handicapped persons required the agency to take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

____ Recruitment activities shall not portray vocational programs in a way that limits opportunities, and where possible, recruitment teams should be composed of different race, sex, national origin, and handicap.

____ Any employer's request for students who are free of handicap or for students of a particular race, color, national origin, or sex cannot be honored by the agency.

THE HIGHER EDUCATION AMENDMENTS OF 1976 - TITLE VII PART E authorizes grants and loans to institutions of higher education to make facilities for the handicapped conform with the Architectural Barriers act of 1968.

Other federal laws * that relate to vocational education and handicapped people include:

The Veteran's Education and Employment Assistance Act of 1976 (PL 94-502)
Developmentally Disabled Assistance and Bill of Rights Act of 1975 (PL 94-103)
Comprehensive Employment and Training Act of 1973 (PL 93-203)

* For copies of any of these laws, contact your U.S. Senator or Representative.

LEGISLATION - STATE

THE CALIFORNIA FAIR EMPLOYMENT PRACTICES ACT (FEP/ACT) Labor Code Sec. 1410-32

The FEP Act is the State law which forbids discrimination in employment. Any employer with five or more employees shall not discriminate on the basis of race, religion, color, national origin, ancestry, physical handicap, medical condition, or sex. This law also applies to labor unions and employment agencies. The act is administered by the Fair Employment Practices Commission which has an office in Los Angeles.

WORKER'S COMPENSATION BENEFITS

Employees who have a work related injury may qualify for Worker's Compensation Benefits. Contact should be made with the local worker's compensation Appeals Board or attorney.

STATE DISABILITY BENEFITS

People unable to work because of a non-job related injury may qualify for State Disability benefits. Contact California Employment Development Department or an attorney or the Social Security Office for (SSI/SSP).

AB 77 The Lanterman Bill Chapter 275 of the statutes of 1976

This bill is intended to enhance opportunities within Community Colleges for handicapped students. It is further intended that individuals with exceptional needs be placed in regular education programs when special educational services are no longer required. Section 25502-1 reads "Every Community College District shall prove access to its services, classes, and programs without regard to race, religion, creed, color, national origin, ancestry, handicap, or sex." To implement this law, the California Community College Administrative Code Title 5, Chapter I,

was established and adopted by the California Community Colleges Board of Governors on February 25, 1977.

a. Section 56002. Support services and programs shall not be provided if or when they are not facilitating measurable progress.

b. Section 56002. All activities and services available to the regular college community shall be available to students with disabilities commensurate with their specific needs.

c. Section 56002. The college, in concert with the student, shall determine that support services in regular classes are not adequate to meet the particular student's needs.

d. Section 56004. Participation by a student in any supportive services or programs shall not preclude participation in any other service or program which may be offered by the college.

e. Section 56004. Each Community College District shall employ reasonable means of informing the general college population as to the availability of supportive services and programs.

f. Section 56004. The student shall not continue participation in services or programs beyond the time when such services and programs are required to meet the educational needs of the individual.

g. Section 56006. Direct excess cost funds for special classes or programs shall be approved only after regular average daily attendance (ADA) generated in these special classes has been completely utilized.

h. Section 56019. A professionally verified physical, communication, or learning disability shall mean a handicapping condition as documented by a certified or licensed physician, psychologist, audiologist, speech pathologist, or other appropriate professional. The documentation must identify the disability, describe the degree and progressional factor, and describe the limiting effects of the disability. The records must be available to the appropriate community college upon request but need not be maintained at such college.

i. Section 56048.

   1. Assessment of the student's educational competency and needs shall be made by the specialist which is appropriate for the services being provided.

2. The following positions shall be established: District Coordinator, College Specialist.

3. If Instructional Specialist(s) are employed they shall be credentialed instructors.

4. If support staff are employed they shall be under the supervision of persons certificated.

j. Section 56064. Each college shall develop a plan for relevant and effective inservice training.

k. Section 56056. Each college or District shall establish an advisory committee.

l. Section 56058. The Community College District Master Plan shall include planning for supportive services and programs for handicapped students.

m. Section 56060.

1. Assessment of the student's educational competency and needs shall be made by the special instructor(s).

2. If requested by the student, all prescriptive, individualized plans shall be reviewed and amended as needed each semester or quarter.

3. Each individual educational plan should specifically include:

a. Assessment tools.
b. Description of the courses, programs, or activities in which the student will be engaged.
c. Recommendations for instructional materials and equipment.
d. Description of monitoring devices or procedures which assess competency.
e. Evidence of measurable improvement at the conclusion of each semester.

n. Section 56062. Each college shall submit to the Chancellor's Office, on forms to be provided, enrollment data projected expenditures, income for supportive services and programs (CCC-SS-I, May and October).

o. Section 56064. A college comprehensive plan shall be submitted on or before May 1 of each year.

p. Section 56064.

1. Each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation.

2. Each Community College District utilizing direct excess cost funds shall participate in a statewide evaluation.

q. Section 56084. Districts must certify that reasonable efforts have been made to secure local and federal funds.

Regulation 56064 of Title 5 California Community College Administration Code

An annual comprehensive plan must be prepared by each college to meet the needs of handicapped students. These plans shall include but may not be limited to the following components:

1. Statement of philosophy and needs.
2. Population to be served.
3. Proposed services and programs.
4. Program goals and objectives.
5. Proposed activities to meet objectives.
6. A plan for coordination of college resources.
7. A plan for inservice training.
8. A statement of the Evaluation Plan.
9. A plan for interagency coordination of resources.
10. A budget summary.

AB 2670 (effective July 1, 1979)

This bill established a permanent funding source for California Community colleges to enable handicapped students to cope with academic

task demands. Funds can be used for interpreters, note takers, readers, mobility assistance, special equipment, and other. (See AB 77).

ASSESSMENT EXERCISE #1 FOR LEGISLATION

Disabilities and Abilities

FOR DISCUSSION

1. If you became disabled tomorrow, would you be able to continue your present life style? Imagine that you have a handicap.

   a. Describe it in detail:

      Sample questions:

      can you walk?
      can you move your arms?
      can you see enough to read a book?
      can you hear enough to listen to a teacher?
      can you speak clearly?
      can you move around on your own?
      are you in a wheelchair?
      can you go up a set of stairs?
      can you write?
      can you read?
      can you do computations?
      how often do you need medical attention?

   b. Your alternatives:

      Discuss the following:

      what laws would help you?
      could you keep your job?
      would you be accepted as a student at your own campus?
      what services would be provided for you?

ASSESSMENT EXERCISE #2 FOR LEGISLATION

DIRECTIONS: INDICATE WHAT LEGISLATION MANDATES THE FOLLOWING:

	CAI AB/77	VEA 1976	OCR GUIDELINES	503 and/or 504 of rehab
1. Requires a self evaluation survey or compliance review of each campus				
2. Provides money for handicapped students in vocational education programs				
3. Requires employers to take affirmative steps to hire handicapped employees				
4. Requires an individualized educational plan for each student				
5. States that an employer's request for a non-handicapped worker cannot be honored				
6. Requires the State to provide technical assistance to identify and remedy discriminatory practices				
7. Notification of non-discrimination policies is required				
8. May pay up to 50% of the excess costs for vocational programs for handicapped students				
9. Stipulates that an employee must be designated to coordinate activities for handicapped students				

10. Requires the State to conduct periodic compliance reviews of L.E.A.'s to insure non-discrimination _____

11. Threatens withdrawal of Federal funds for non-compliance _____

12. Requires the use of an advisory committee _____

13. Requires that the disabilities be professionally verified _____

ASSESSMENT EXERCISE FOR FEDERAL LEGISLATION

Answer Sheet

1. 503 and/or 504 and/or OCR Guidelines
2. VEA 1976
3. 503
4. 504 and AB 77
5. OCR Guidelines and/or 503
6. OCR Guidelines
7. 503 and 504 and OCR Guidelines
8. VEA 1976
9. 504 and/or AB 77
10. OCR Guidelines
11. 503 and 504
12. AB 77 and/or VEA 1976
13. AB 77

OBJECTIVE III

EDUCATORS WILL BE ABLE TO IDENTIFY THE BARRIERS TO WORKING WITH HANDICAPPED STUDENTS.

Students who are handicapped face the same obstacles to success in community colleges that all students face. The barriers for handicapped students differ primarily in degree, rather than in kind.

The California Advisory Council on Vocational Education identified several blocks to success for handicapped students in their publication Barriers and Bridges.

These barriers include:

- lack of active recruitment of handicapped individuals for existing programs.
- rigid course starting and completion dates which do not accommodate the needs of handicapped students.
- registration procedures that make it too difficult for handicapped students to enroll for courses.
- placement of handicapped students in separate classes instead of integrating them with other students when appropriate - (mainstreaming).
- emphasis on training for entry level positions which will not financially benefit handicapped persons.
- problems with social security laws and medical support that may terminate for handicapped once they are employed.
- lack of work experience programs for handicapped students.
- equipment and materials not modified for physically handicapped students who require adjustments or equipment and materials outmoded.
- inaccessible classroom buildings and other campus facilities.
- programs and courses not based on job market needs.

- lack of knowledge about programs on the part of handicapped persons and their families.

- lack of sufficient mobility and transportation to get to college.

- inadequate career counseling and guidance for handicapped students.

- lack of interagency communication and cooperation such as with the Department of Rehabilitation and/or Employment Development Department.

- communication gap between research and development findings and the practices used in the classroom.

- lack of knowledge and stereotyped attitudes on the part of persons on campus towards the handicapped.

- lack of knowledge and ability to identify the variety of disabilities that exist on the part of counselors and instructors.

- insufficient or non-existent job placement and follow-up procedures.

- absence of positive role models in faculty, counseling, or administrative positions.

- exclusion of handicapped from the planning and decision making process on courses and services needed.

- lack of knowledge about rehabilitation and special education on the part of regular instructors.

- lack of knowledge about funding sources for training handicapped students.

WORKSHEET #I IDENTIFYING BARRIERS TO SUCCESS FOR HANDICAPPED STUDENTS IN COMMUNITY COLLEGES

Take a few minutes to reflect on the barriers that have been listed on the preceding pages.

Now set priorities for your campus by placing a #1 next to the condition that you feel is the most obstructive to the success of handicapped students, then a #2, etc.

____ Lack of active recruitment efforts

____ Lack of job placement procedures

____ Emphasis on training for entry level positions

____ Lack of work experience program

____ Lack of special equipment and materials

____ Existence of architectural and/or attitudinal barriers

____ Lack of job market needs reflected in college programs

____ Existence of rigid starting and completion course dates

____ Lack of knowledge on the part of handicapped individuals relating to programs in the college

____ Lack of transportation (to and from college)

____ Inadequate counseling

____ Lack of interagency cooperation

____ Communication gap between classroom policies and practices and research and development findings

____ Attitudes of campus personnel towards handicapped people

____ Inability of instructor to identify and deal with the different disabilities

____ Lack of job placement and follow-up procedures

____ Absence of role models on campus

____ Lack of financial support

WORKSHEET #2 IDENTIFYING BARRIERS TO SUCCESS FOR HANDICAPPED STUDENTS IN COMMUNITY COLLEGES

Add any specific problems or barriers that exist on your campus that may not have been mentioned.

Once completed, prioritize them.

____

____

____

____

____

____

____

____

____

____

OBJECTIVE IV

EDUCATORS WILL BE ABLE TO DESIGN AND IMPLEMENT SUCCESSFUL STRATEGIES FOR WORKING WITH HANDICAPPED STUDENTS.

Working successfully with handicapped students on community college campuses requires the planning of an integrated approach and a variety of activities that will involve all school personnel. The preceding objective should have helped you identify and set priorities for barriers that need to be overcome on your campus. This section of the module will suggest a few strategies, activities, and ideas for use in overcoming the obstacles mentioned.

Recruitment - To actively recruit handicapped individuals for your programs, you will need to inform counselors and others at feeder schools and in the community about the program. This can be done through one-to-one contact, by developing and disseminating brochures, by advertising in school and community newspapers, by doing workshops for the handicapped, attending functions for the handicapped holding an open house, and by using members of an advisory committee to help recruit. Flexible programming to accommodate handicapped students who need to "step out" and special registration procedures for students who need them would facilitate recruitment. Special orientation programs for handicapped students encourage enrollment too.

Placement - To place handicapped students in courses that are appropriate, the communication between the counselor and/or instructor and the individual must be clear. An individual educational plan should be drawn up and reviewed or amended as needed each semester or quarter. Specialists should be used to assess a student's needs and competencies. Successful placement will also depend on other variables such as support services and physical barriers.

By contacting the Employment Development Department, you can get current information of the job market and the physical characteristics of different jobs. In addition, the President's Committee on Employment of the Handicapped has Governors' Committees in each state and Mayor's Committees in each city that can assist with current employment opportunities for the handicapped. California's Governor's Committee on Employment of the Handicapped can be reached at (916) 445-0676.

Employment - A. Currently, there are problems with the social security laws for handicapped persons. A handicapped person with a job may face the loss of financial support. They may lose their federal supplemental security income (SSI) as well as medical coverage through medi-cal. So they are in a bind of either not being able to work because of this loss of support, or having to earn enough to support themselves and pay

for their own medical expenses. Therefore, if we train handicapped students for only entry level jobs, we are doing them a disservice.

B. Developing job placements and setting up work experience programs for handicapped students has two stages: identifying employers and convincing them to give the handicapped a chance. To find out who potential employers are, you must know your community. You need to know:

1. who the largest employers are
2. how many of them do business with the government and are therefore legally required to take affirmative action with regard to hiring the handicapped
3. which government agencies have offices nearby
4. which employers already have handicapped workers

Employers should be invited to visit the training facility, meet with instructors, and observe the students at work. The more the employers see of the handicapped in action, the more likely it is that they will consider hiring them. Keep in mind that the range of jobs currently held by the handicapped is as wide as that for the non-handicapped. Although some occupations are clearly unsuitable for people with certain handicaps, most jobs can be performed by some of the handicapped ---- after all, one handicapped person even ran for President and won four times! Contact the Governor's Committee on Employment for the Handicapped (916) 445-0676 for assistance.

Adaptations - In many cases, we become aware of the functional difficulties that handicapped students face with equipment, materials, and facilities only as students fall behind or drop out. Communication, provision of special services, and modifications of equipment and facilities are what is needed. In a study conducted by Sylvia Spencer in 1976-77, handicapped students suggested some of the following simple and low-cost modifications:

- all steps outlined with a stripe of bright colored paint
- smoother walkways with fewer planter boxes to trip over
- large, well lit signs and numbers to identify buildings
- as many classes on the first floor as possible
- larger parking spaces under cover

Support Services - Special services that can be provided by your community, often by paraprofessionals, might include:

attendants

mobility aides

readers for the blind

classroom/laboratory aides

materials and equipment loan and repair

Start a resource file with the names of people or organizations who offer these services in your area. (See accompanying resource document)

Transportation - The Southern California Rapid Transit District has purchased 200 buses especially equipped for wheelchair users on a pilot program. Call RTD and find out which are accessible bus routes. On-campus transportation can be improved through the use of electric carts, attendants, and mobility aides.

Training College Personnel and Students - Handicapped students, like others, need instruction on how to complete application forms, prepare a resume', and handle an interview. Job search workshops and job clubs can be offered at the career center on each campus. Helping handicapped clients set realistic personal and work goals, advising them on whether to mention their handicap on their resume', assisting them in finding special resources will require a counselor who genuinely cares about others. Special knowledge about handicaps and disabilities and understanding how to assist handicapped students live independently can be taught by a specialist in the different fields. Promote staff development and personnel training on campus.

Interagency Cooperation - Interagency communication and cooperation can assist both the college and the student. The Vocational Rehabilitation office provides the following services:

1. A medical diagnosis to determine what limits there are to what people can do.

2. Counseling and testing to determine job interests, aptitudes, and abilities.

3. Medical and hospital care for physical problems that stand in the way of people preparing themselves for work.

4. Prosthetic devices that enable people to work.

5. Some job training.

6. Maintenance and transportation during rehabilitation as needed.

7. Tools and equipment for a job, if needed.

8. Job placement.

9. Job follow-up.

Colleges need to work with the Rehabilitation office for the benefit of the handicapped student, and encourage the rehabilitation clients to utilize those services listed above.

Another agency to consider is the Employment Development Department. The Employment Development Department's research division puts out pertinent, up-to-date statistics and studies on current labor market trends that can be meaningful to the training of vocational education students. Some of these contain physical requirements for the job.

Stereotypes --How to Overcome Them - Contrary to stereotypes, disabled persons do not lead lives different from others. They laugh, joke, go to dinner, work, and raise families. A disability is not always a serious tragedy and a disability does not

always present a handicap. In order to clarify misconceptions, a good idea is to set up a speaker's bureau on your campus and invite people with various disabilities to talk to both your handicapped students and your faculty and staff; and do not forget your clerical staff. You can also set up weekly support group meetings for handicapped students. Encourage them, and start assisting them in setting up a buddy system in their classes. Encourage peer counseling. Promote a mentor program for handicapped students with a person who has a similar disability who is working in the community.

Role Models - Campuses should make an effort to hire and promote qualified instructors, counselors, and administrators who have handicaps. They can serve as positive role models for handicapped students.

Needs Assessment and Planning - Interview handicapped students when they drop a class or program to see what needs are not being served. Use the data from these "exit" interviews for future planning of programs and courses for handicapped students. Include handicapped students on the advisory committees for courses and programs.

Provide inservice training for instructors on rehabilitation, disabilities, and special education. Locate model programs and visit them. Duplicate promising practices used by others.

Money and written resources are aides to successfully working with handicapped students in community colleges, but commitment by individuals who care is what really makes a difference.

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MAKING A COMMITMENT - WORKSHEET FOR PLANNING AND IMPLEMENTING SUCCESSFUL STRATEGIES

The first strategy I want to implement is _____

_____

Steps required to implement this strategy are as follows:

Step	By When	Persons Involved
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____

Critical limitations that might prevent me from doing this are:

1. _____
2. _____
3. _____
4. _____

Actions I can take to overcome these limitations are:

lim. 1, actions _____

lim. 2, actions _____

lim. 3, actions _____

lim. 4, actions _____

The support network person with whom I will remain in communication while I implement this strategy is _____.

I will communicate at least once per month, on the _____ _____
date

to share my successes and to identify my needs for assistance, additional resources, and the like.